

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidence your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount allocated for 2021 /2022	££21,190
Total amount allocated for 2022/2023	£21,190
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,190

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	29 % Covid year
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	1%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0 %
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	This year we are having extra staff attending sessions from swimthony from school PE lead and from Manchester Swimathon and changing

the days to the morning to get longer times.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021 – 2022		Total fund allocated: £21,190		Date Updated: November 2021 updated March 2023 Updated June 2023	
<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation: % 25
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about. what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<p>1.To provide a range of active break, lunchtime, afterschool and active initiatives like mile a day, active class breaks.</p> <p>It is our intent for all children to be active and improve their fundamental movement skills through a range of fun active challenges and increase their stamina and fitness.</p> <p>We want children to take part in at least 30 minutes of exercise a day understand and understand the importance of being healthy and active for 30 mins a day and lead healthy active lifestyles.</p> <p>We want all children to be able to safely play sports, collaborate, communicate and follow school games values / school vales (HEARTS) and Olympic and Paralympic and school values.</p>		<p>1.Plan and develop the active break, lunch time and after school sports activities and provide a wide range of afterschool and lunchtime clubs</p> <p>Order a range of equipment for playtime, lunchtimes and after school clubs, organise them into trolleys for KS1 – year 6 and have sports leaders monitoring year.</p> <p>Order new equipment to widen the breadth of activities e.g., reactor walls, archery on walls etc.</p> <p>Use the assessment from the PE lessons and extra-curricular monitoring to identify children for change 4 life / motor skills groups integrate pupils on a Friday morning for additional sessions starting spring 1.</p>		<p>1.SLE time Coach for 32 weeks x 3 after school and 3 lunchtime £2880</p> <p>£3000</p> <p>SLE time £1000</p> <p>1.In Aut, spring and summer term there has been a wide breadth of after school sports clubs across all year groups. All the sports clubs have been full and had a range of children from gifted and talented, change4life, disability etc taking part. The range of after school clubs and breakfast clubs include hockey, tennis, basketball / netball football, multi -sports and dodgeball. The clubs have had the following impact on the children attending: Improvement in their fundamental movement skills, co-ordination, agility and balance. Children have shown improved fitness levels, skill development and teamwork at the competitions. (AUT term) Ordering the trolley and equipment for lunchtimes is helping children to</p>	
				£6880	
					Sustainability and suggested next steps:
					The programmes are embedded in the school and will be sustainable due to continuous training of TA's and sports leaders to planning, training and monitoring and ordering of equipment of the programmes from the PE lead.
					Best practice model of intrafirm competition will be shared and Tas will be trained in September to help support activities including intra form lunchtime competitions and the mini mile.

Created by:



Supported by:



take part in a variety of sports at lunchtime approx. 90 of children participate regularly in break or lunchtime activities. They are learning how to improve their social skills playing co-operatively and communicating more effectively in team games, it is improving their behaviour and values and concentration when they come back to lessons and supporting their stamina and fitness this is evident when we attend the school games competitions the children have the stamina throughout the tournaments. Most importantly feedback from all children have said they really enjoy taking part in sports at lunch and breaktimes.

Fit Friday has started again and on average 95 % of children attending breakfast club choose to do the sports.

By taking part in these activities' children are able to develop their FMS of travelling either in isolation or combination and their object control in a range of sports alongside improved stability skills. Children have been more confident at competitions to understand the rules of different games, tactics and strategies and showing excellent school games values and improve their knowledge of good behaviour in PE lessons.

Motor skills sessions and sensory

			<p>circuits have started and children from years nursery – y 3 including sensory circuits FMS games, yoga and gymnastics every day this is helping to develop confidence and competence for our SEND children to develop flexibility, control, strength and technique and improve their health and fitness.</p> <p>After school clubs for the summer term have included: tennis / badminton, archery, multi skills, volleyball, cricket and rounders.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				%
Intent	Implementation	Impact		

Your school focus should be clear what you want the pupils to know and be able to do and about. what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>We want all our children to be able to be able to progress in the doing (physical and saying / thinking) in the 3 main competencies of PE / PD Motor competency Rules, strategies, tactics and Safety and healthy participation.</p> <p>1.To link PE with the schools aims of improving metacognition as whole school approach in PE</p> <p>2.To increase the awareness of sports opportunities in the community and increase numbers going to clubs and top up swimming to improve their NC swimming attainments.</p>	<p>1.PE lead to embed new sow / progressions of skills documents Claremont's SOE and progression of skills to support and train staff confidence and competence Spring / summer 2023 Staff inset on PE and training for LOS / Tas spring term.</p> <p>2.Organise and structure Whole school initiatives such as European sports day, National sports week, Sports day including a range of intra school sports and physical activities and ordering medals and trophies and train sports leaders to help run the activities and competitions. Plan and run OAA trip to Guild Head, and to local area e.g., parks,</p> <p>To liaise with Manchester active and</p>	<p>£500 equipment Course £200</p> <p>£2000</p> <p>Medals and trophies £300</p>	<p>1.spring summer term Children are more confidently speaking about what they are learning through their motor competencies and how they follow the rules of the activities and develop tactics. There is a clear progression of language used for discussing their knowledge including healthy participation.</p> <p>2. Aut term 40 children from Year 6 attended the Residential trip to Guild Head. During the Guild Head weekend children's confidence, decision making, problem solving and teamwork improved.</p>	<p>Next year it would be advisable to purchase a dance and gymnastics SOW to support the progression of skills documents, so staff have even greater confidence in delivering high quality PE lessons and support new teachers and staff changing year groups. Continuation of the stepping back model will continue.</p> <p>We have a Guild Head trip booked in the diary for September and National sports weeks will continue every year.</p>

<p>3. To raise the attainment of swimming at Claremont we are forecasted 80% of children not to achieve the NC recommendations. The first experience for the majority of children going to a swimming pool is from school. Last year we tried buying the top up swimming lessons and promoting holiday camps each half term through assemblies and the website but there was very little uptake. This year we want to have have *0 5 or more children achieving NC expectations in swimming to have smaller number of ratios of teachers longer time slots to see if this enables a higher number of children achieving NC outcomes for swimming.</p>	<p>Purchase an additional staff and also our take an additional member of staff PE teacher to the swimming sessions.</p>	<p>Staff time TBC</p>	<p>3.Forecasts in February show that we have already surpassed last years targets with 40% achieving 25 m or more and 16 % performing a range of strokes.</p>	<p>Swimming will continue to be in the morning.</p>
---	--	-----------------------	---	---

--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% 35
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
It is our intent to increasing staff confidence and competence to deliver high quality PE lessons by using the PE premium to provide a wide range of CPD programmes and opportunities including: 1.. To provide CPD and time for the PE lead and a member of the EYFS team to support the knowledge and understanding of the New Early Years	1.From last year's course PE led to work with EYFS to adapt progression of skills to support transitions into year 1 for PE inset	£350 x 2 £700	1.6 members of staff have been supported by the PE SLE 2 of them have delivered high quality PE lessons for the Manchester PE	Support for EYFS and ECT teachers as a priority Next year. Claremont will continue to be a host school for the Manchester

<p>Framework for Physical Development for the Early Years staff to adapt the SOW and progression of skills to then Share and provide insets for staff.</p> <p>2.Developing the sow and progression of skills document so staff can support the improvement all four areas of children’s physical, social, healthy and thinking skills in a wide range of PE activities. Against the 3 competencies: Motor, rules strategies and tactics and healthy participation.</p>	<p>to the rest of the EYFS team</p> <p>PE led to research schemes of work and also plan and develop Claremonts SOE and progression of skills to support staff confidence and competence Spring / summer 2023.</p> <p>Prioritise NQT’s, new staff and staff changing year groups for Curriculum support sessions focusing on motor cognition through PE and the new sow / progression of skills. ECT teachers to attend High quality course.</p>	<p>£2000</p> <p>£350</p> <p>SLE time £3000</p> <p>SLE time £2000</p>	<p>Association hosted and delivered by Anita Richardson at Claremont Lessons showed children confidently using the language of PE and showing good or excellence Fundamental Movement skills, social and thinking skills. Children were very confident in showing the teachers from other schools their excellent behaviour: physical, social, thinking and healthy skills. (aut2 gymnastics spring 1 dance)</p> <p>Ongoing spring and summer staff meeting planning for spring 2.</p> <p>ECT teacher attended course. Spring term staff supported Year 5 x 2-year 2 x 3.</p>	<p>PE Association High quality ECT courses.</p>
--	---	--	---	---

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 18%

Intent	Implementation	Impact	
--------	----------------	--------	--

<p>Your school focus should be clear Created by:   </p>	<p>Make sure your actions to Supported by:  </p>	<p>Funding </p>	<p>Evidence of impact: what do </p>	<p>Sustainability and suggested</p>
--	--	--	--	-------------------------------------

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?	next steps:
<p>1.To increase the range of physical activity equipment that will attract the children not working with sports leaders and intra school comps and sports activities</p> <p>2.To continue to provide leadership opportunities from sports leaders, Health and well-being Ambassadors to sports Ambassadors to help plan and run sports activities to create a wider range of sports activities taking place in all Key stages and to support the development of the 3 competencies for sports leaders and for the children they are working with. To also extend this to pathway to year 3 – 6.</p>	<p>Order Play time equipment to allow for more activities for each key stage 1 and 2 e.g., reactor boards.</p> <p>To write application forms for sports Leaders and Ambassadors To train sports leaders to support active play and lunchtimes and intra school competitions, sports days and festivals.</p> <p>To organise pupil voice to help the SLE plan and deliver new activities such as hand ball. To order badges</p>	<p>£2500</p> <p>£300 sports leader uniform / badges certificates</p>	<p>Impact report in July 2022</p> <p>2. We have introduced new Health and Well-being Ambassadors in Year 5 spring autumn term (Year 4 spring term). The impact is now a greater range of activities are happening on the Year 4 playground from fun games to organised games such as rounders. Children are responsible for helping to look after equipment and</p> <p>Sports leaders have started to go into KS1 and nursery playground to lead on a range of fun activities and games. The benefits to the year 1 children are more children taking part in their active minutes at lunchtime and children having more opportunities to practise their FMS and enjoying the older children working with them. They are also starting to train more sports leaders and buddying up with another leader</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£6720
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>This year we will be sustaining and increasing the number level 1 intra competitions and reintroducing again a wide range of the level 2 school games competitions after Covid Including targeting key groups such as inclusion and this girl can to increase participation in school games intra and inter school competitions and incorporate the theme Commonwealth games.</p> <p>We want children to:</p> <ul style="list-style-type: none"> Know and understand the importance and display the school games values in practice and at competitions and link to the Claremont Hearts values and the school games values e.g., respect each other and the referee. To be able to work as part of a team. To learn the importance of practice evidence by seeing high numbers attending practice. Build and develop their resilience and determination. Developing the importance of managing their emotions and self-control 	<ul style="list-style-type: none"> Sign up to the Membership to the Manchester PE Association. Every half term signs up to a wide range of competitions and festivals. Organise a coach for practices for each competition either at lunch time or co-ordinate the timetable of after school clubs to support gifted and talented pupils as well as pupil premium and SEN pupils. Update the school games board displaying the school games values and use the language of the values in PE lessons and in practices. Order minibuses for the competitions 	<p>Membership £900</p> <p>Coach £30 x 10 hours x 32 weeks £3320</p> <p>Minibus approx. 25 comps £100 = £2500</p>	<p>In the Autumn and spring term we have entered a wide breadth of school games level 2 competitions including: Cross -country, Tennis, basketball (intra and inspire), Hockey (Inspire and excel, Dodgeball excel, Girl's football (inspire and excel). Boys football year 5 and 6, Sports hall athletics excel, Netball (inspire) Commonwealth games disability athletics. In total 10 different sports and 5 of them inspire and excel. We also entered a new sport cross country.</p> <p>The impact of entering this wide range of competitions has resulted in high levels of excited around competitions from many children every day I get asked when is the next</p>	<p>Competitions to continue both intra and inter school competitions</p>

<ul style="list-style-type: none"> • For all children to engage and develop and their competencies in a range of competitions from intra to inter school competitions. • Compete with excellence and pride showing good teamwork. • Pupils to show. 	<ul style="list-style-type: none"> • Organise a broad range of intra and inter school competitions throughout the school year including to celebrate and educate pupils on competitions like the world cup. • Buy a team kit 		<p>competition. We have also seen an increase in children displaying the school games values at competitions and back at school evidence receiving high school games values scores by other schools in the inspire competitions. The values of respect, excellence, determination and passion have also been more evident in PE lessons and in extra-curricular sports sessions.</p> <p>The competitions have also made a big impact on team work and commitment. We are regularly getting over 40 children attending practices either after school or at lunchtime.</p> <p>Children have been successfully transferring their skills and enjoyment over a range of sports for example also the competitions are encouraging children to follow the school and school games values with more children staying on green because they want to be picked for a competition in or out of school.</p> <p>We have also organised 4 intra school games competitions including: football, dodgeball, hockey and basketball with the sports leaders and health and well-being Ambassadors helping to organise and run these.</p> <p>The intra school competition are impacting on improved team workout-operation, health and fitness levels and developing their decision-making skills.</p> <p>The competitions greatly support behaviour and have been a carrot for many children to stay on green.</p> <p>All children participated in National</p>	
--	--	--	--	--

			sports week / sports days which developed children's understanding of all the school games values, it was well attended by parents.	
--	--	--	---	--

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	